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List of Research and Innovation Studies

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Enhancing Senior High School Teachers' Self-Reflection, Instructional Practices, and Research Engagement Through a Structured Evaluation Tool: A Pathway to a Culture of Excellence

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Abstract

This action research aimed to enhance Senior High School teachers' self-reflection, instructional practices, and research engagement through a Structured Evaluation Tool designed to promote reflective excellence. Anchored on Schön's Reflective Practice Theory and Guskey's Professional Development Model, the study used a mixed-methods approach combining quantitative surveys and qualitative interviews to determine the tool's effectiveness and relevance. Results revealed high levels of agreement across all domains, usability (M = 4.78), instructional impact (M = 4.78), professional growth (M = 4.73), and overall effectiveness (M = 4.90), interpreted as Strongly Agree. Thematic analysis generated five core themes: (1) Facilitating Reflective Practice, (2) Enhancing Instructional Clarity and Student Engagement, (3) Promoting Professional Growth and Research Engagement, (4) Fostering Collaborative and Evidence-Based Teaching, and (5) Flexibility and Areas for Improvement. Findings affirmed that structured reflection supports continuous learning, collaboration, and research integration. The study concludes that the Structured Evaluation Tool is an effective, adaptable mechanism for fostering teacher growth and reflective professionalism. It is recommended for wider use in Learning Action Cells (LACs), coaching, and INSET programs to sustain a culture of educational excellence.

Keywords: *Action Research, Instructional Improvement, Professional Growth, Reflective Practice, Teacher Evaluation Tool, Carcar City, Cebu, Philippines*

Enriching Teachers' Competence in Innovative Teaching Schemes Through the Manual of Instructional Supervision (MIS): Mechanism to Increase Learners' Performance in Multigrade Classes

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Abstract

Enhancing Teachers' Competence in Innovative Teaching Schemes Through the Manual of Instructional Supervision (MIS): Mechanism to Increase Learners' Performance in Multigrade Classes makes a critical contribution to improve instructional quality and effectiveness, refinement of methods, and better lesson planning. This study aimed to enhance teachers' competence in innovative teaching schemes and to increase learners' performance of Tausion Elementary School, Valencia District, Division of Bohol for SY 2025-2026 utilizing the MIS Mechanism. The researcher employed action research design utilizing one group pretest-posttest approach with descriptive analysis. Purposive sampling technique was used in determining the teacher participants who handles multigrade classes. Notable enhancements of teachers' competence were observed across all classroom observable indicators with high-performing learners capsulizing their strengths, and learners with lower assessment results exhibited significant progress. It can be concluded that the intervention of the innovative teaching schemes through the MIS mechanism has been effective in enhancing teachers' competence and increasing the learners' performance.

Keywords: *Action Research, Innovative Teaching Schemes, Multigrade Classes, One Group Pretest-Posttest Approach, Descriptive Analysis, Bohol, Philippines*

Enhancing Administrative Efficiency Through Structured Mentoring and Coaching for Newly Hired Non-Teaching Personnel

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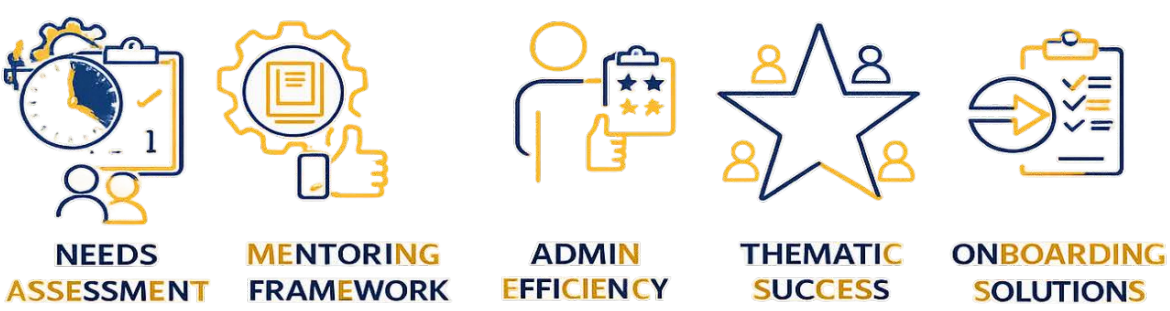
Abstract

This study aimed to enhance the administrative efficacy of the newly hired non-teaching staff in the Borbon District via Structured Mentoring and Coaching Program. Although DepEd Order No. 32, s. 2020 has identified the importance of professional development, non-teaching staff tends to be inefficient with unclear job expectations and minimal onboarding that leads to slower and more mistakes in school operations. To fill these gaps, this action research proposed an intervention of mentoring and coaching based on Key Result Areas (KRAs). The research applied a descriptive qualitative design where five Administrative Officer II (ADOF II) employees of 0-3 years of employment with school heads and HR officers acting as mentors. The implementation of the program was done in three phases including pre-implementation (approvals, needs assessment and orientation), implementation (weekly mentoring sessions in a period of three months) and post-Implementation (evaluation and institutionalization). The data were collected as result of assessment, mentoring logs, and feedback and analyzed based on the thematic analysis. Results showed that there were five major themes namely, better time and workflow discipline, better records management, better compliance habits, better property control challenges, and better ability through templates and peer support. The program had a great impact on the performance of the administration and the number of mistakes made was minimized and confidence was developed among the participants. It can be recommended that institutionalization of the mentoring framework at the onboarding stage should be incorporated and that practical solutions such as the use of calendars and checklists should be integrated into practice. This program reflects the importance of professional development, which is local and action oriented.

Keywords: *Action Research, Mentoring and Coaching, Administrative Officer II, Thematic Analysis, Professional Development, Cebu Province, Philippines*



Enhancing Teachers' Classroom-Based Action Research Productivity Through Structured Progress Monitoring and Coaching

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Abstract

This office-based action research examined the effectiveness of "Structured Progress Monitoring and Coaching" intervention in enhancing teachers' competence and productivity in crafting and conducting classroom-based action research at Mandaue City Central School (MCCS). The study was conducted in response to the recorded Office Performance Commitment and Review Form (OPCRF) rating at 3.67 in Objective 1.4.4 for SY 2023-2024, reflecting the baseline performance despite the Department of Education's (DepEd) thrust to strengthen research and innovation in basic education. Baseline inquiry revealed teachers' limited knowledge and confidence, absence of systematic monitoring and coaching, lack of feedback mechanisms, and competing priorities hindered engagement and completion of research initiatives. To address these gaps, the researcher implemented the self-developed intervention framework comprising six contextualized tools that collectively addressed the identified barriers. Post-intervention results indicated significant improvements in action research engagement and productivity. Submitted proposals increased from 11 to 40, representing 263.64% growth in participation while completed outputs rose from 0 to 37, achieving 92.5% completion rate with 308.33% gain in productivity relative to 12 school target. Consequently, the school attained a perfect OPCRF rating of 5.00 in same objective for SY 2024-2025. The research involved teachers across all grade levels and ranks and covered multiple learning areas demonstrating diversity, collaboration, and inclusivity. It culminated with the production and publication of MCCS Action Research Journal and the successful conduct of school-level Research Congress. Finally, the study recommended institutionalizing the intervention across schools to sustain research-driven professional development and strengthen a culture of inquiry and innovation among teachers.

Keywords: *Action Research, Structured Progress Monitoring and Coaching, Teachers' Research Competence, Productivity, Mandaue City Central School, Cebu, Philippines*

Study 5

Enhancing the Capacity of School Heads and L&D Coordinators in Crafting CPD Application Programs Through the Guided Resource Optimization Workshop (GROW) Process in North District 5

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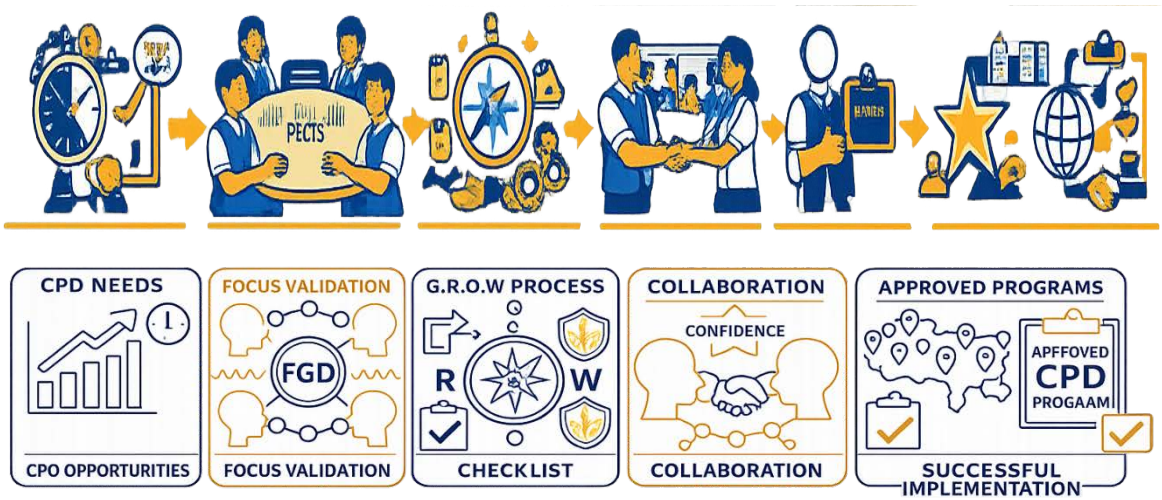
Abstract

This research focused on the development of a CPD application program through the Guided Resource Optimization Workshop (GROW) Process in North District 5. In the INSET 2024, many schools in North District 5 failed to submit their CPD application program. The study aimed to equip school heads and each L&D team to increase the number of CPD applications in North District 5 and to strengthen the quality of the training under these applications. This study uses document validation through the CPD checklist and the Focus Group Discussion. The GROW process clearly guided and built the confidence of school heads and L&D teams to design and submit effective CPD-credited INSET programs aligned with teachers' needs and PRC requirements. Despite challenges with teachers' needs, topics, speakers, and logistics, careful planning, collaboration, and guidance allowed the L&D team to create practical, CPD-approved INSET programs that were successfully implemented.

Keywords: *Action Research, Guided Resource Optimization Workshop, Focus Group Discussion, Learning and Development, Cebu City, Philippines*



Customized e-Self Directed Learning (e-SDL) Coursebook for Structured Induction Programs of Newly Hired Non-Teaching Personnel (NTP)

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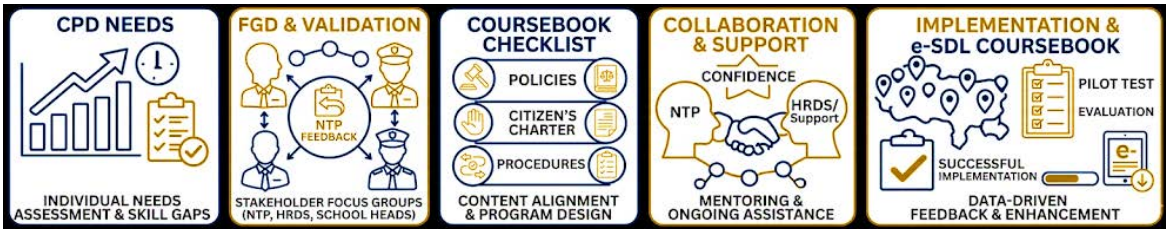
Abstract

This study emphasizes the importance of a comprehensive induction program for non-teaching personnel (NTP) within the Department of Education (DepEd) Schools Division of Toledo City. While existing induction initiatives effectively support teaching staff and school heads, there remains a gap in structured onboarding for NTPs, which can lead to confusion, disorientation, and decreased productivity. Research indicates that well-designed induction programs, incorporating key elements such as clear instructions, active engagement, practical application, and ongoing support, significantly enhance professional growth, job satisfaction, and retention among non-teaching staff. The absence of such programs risks organizational inefficiencies and higher turnover, adversely affecting educational service delivery. To address this, the proposed innovation involves developing an electronic Self-Directed Learning (e-SDL) coursebook tailored for NTP induction, aligning with the Teacher Induction Program framework. This flexible, self-paced digital resource covers essential topics such as organizational policies, Citizen's Charter, administrative procedures, and financial literacy, enabling new employees to acquire vital skills independently. The coursebook aims to facilitate seamless onboarding, boost confidence, and foster a sense of belonging, thereby improving performance and retention. The research employs a quantitative action research design, including needs assessment, content development, pilot testing, and evaluation phases, to ensure the program's effectiveness. Preliminary findings from participant feedback reveal high levels of agreement regarding the coursebook's relevance, clarity, engagement, interactivity, practicality, and support resources, indicating strong acceptance and potential for positive impact. Ultimately, implementing this innovative induction approach is expected to strengthen the capacity of NTPs and improve organizational efficiency.

Keywords: *Action Research, School Data Management, Accuracy, Efficiency, Accessibility, Toledo City, Cebu, Philippines*



Bytes Over Binders: Enhancing Instructional Supervision Through a Consolidated MS Excel-Based Tool for Improved Efficiency, Accuracy, and Accessibility of Classroom Observation Documentation

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Abstract

This paper presents an action research study on the implementation of an MS Excel-based instructional supervision tool with automation and cloud-based storage via Microsoft Teams OneDrive. The innovation consolidates and automates various instructional supervision forms under the Manual of Instructional Supervision (MIS) framework of the DepEd Region 7 Office and the Multi-Year Performance Management and Evaluation System (PMES) framework of the DepEd Central Office. The study focuses on the perceived improvements in the efficiency, accuracy, and accessibility of the classroom observation documentation processes among five (5) purposively sampled master teachers (instructional supervision providers) at Don Andres Soriano National High School as they volunteer to switch from a paper-based system to a digital and online-based one. Each master teacher chose a teacher to participate as an instructional supervision recipient. The study was conducted to determine if digital systems would allow master teachers more time for qualitative coaching and feedback. The study utilized a pre-experimental one-group pretest-posttest design with a validated Likert-type pre- and post-survey questionnaire, classroom observation records, and focus group discussions (FGDs) as sources of data. Pre-posttest results showed that accessibility demonstrated a statistically significant increase ($t(4) = 3.23$, $p = .032$; Cohen's $dz = 1.44$), while efficiency and accuracy displayed moderate, practically significant gains ($dz = 0.58–0.67$). Participants reported improved workflows (efficiency), reduced work duplication (accuracy) and an enhanced ability to locate and share information (accessibility) with others; difficulties encountered include internet connectivity issues, software version parity, and participants' digital readiness. Such findings suggest that digitized supervision systems may shrink the number of clerical work done, which creates more time for providing instructive feedback. The research highlights how technology improves documentation of instructional supervision, providing additional supports for broader objectives around teacher growth. The results provide educational institutions and divisions with a framework for institutionalization that can be used on a larger scale. This has effects on policy, training, and future research on implementing it across the whole division.

Keywords: *Action Research, Instructional Supervision, Digital Tools, Excel-Based System, Efficiency, Accuracy, Accessibility, Public Schools, Cebu, Philippines*

Enhancing Accuracy, Efficiency, and Accessibility in School Reporting Through Project CSDM (Comprehensive School Data Management)

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Abstract

This action research investigates the effectiveness of Project CSDM (Comprehensive School Data Management) in enhancing the accuracy, efficiency, and accessibility of school data reporting processes at South City Central School, Toledo City Division. With a population of 1,903 learners and 75 personnel, the school faces significant challenges in managing academic data, particularly for the Quarterly Assessment Report (QAR) and Form 14. The study introduces a digital solution using Microsoft Excel and OneDrive to automate data consolidation and reporting. Implemented in three phases-pre-implementation, implementation, and post-implementation-the project involved ICT proficiency assessments, customized training, template deployment, and feedback collection. Eleven Grade 6 teachers participated, selected through Slovin's Sampling Formula. Data were gathered via Google Forms and analyzed using the T-Test of Dependent Means to compare traditional and CSDM-based methods. Findings revealed statistically significant improvements in data accuracy, efficiency, and accessibility. The CSDM system demonstrated reduced manual workload, minimized errors, and improved remote access and security. Ethical standards, including informed consent and data privacy compliance, were strictly observed. The study concludes that Project CSDM is a viable and scalable solution for school data management and recommends its broader adoption across grade levels and institutions.

Keywords: *Action Research, Comprehensive School Data Management, Accuracy, Efficiency, Accessibility, School Reporting, Toledo City, Cebu, Philippines*

Enhancing School Climate and Teacher Participation in Selected District 1 Schools through Distributed Leadership (DL) Approach

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Abstract

The current situation in District 1 of the Division of Lapu-Lapu-City showed poor connection between teacher communication and school climate collaboration that leads to the decreased of teacher motivation, reduced instructional effectiveness and compromised student learning outcomes. This study employed Distributed Leadership Approach to bridge the gap using an action research design with 15 teacher participants in three identified schools in District 1 of Lapu Lapu City. The data gathered are taken from the survey questionnaire and interview guide questions and analyzed using descriptive statistics (mean, SD) and thematic content analysis. Results showed that teachers agreed distributed leadership encouraged teamwork, collaboration, and shared responsibility. It is also clear that distributed leadership creates a culture of trust and shared responsibility. Teachers no longer depend only on the principal for direction; instead, they work together to achieve common goals. It is recommended that school leadership training for school leaders on Distributed Leadership be implemented.

Keywords: *Action Research, Distributed Leadership Approach, School Climate, Teacher Participation, Lapu-Lapu City, Cebu Philippines*

Enhancing M&E Practices Through Monitoring and Evaluation Practice Support Program (MEPSP)

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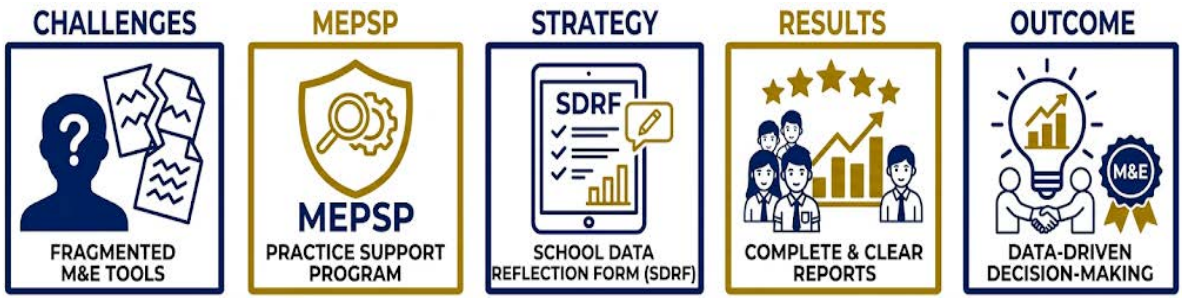
Abstract

This action research examined the usability of existing Monitoring and Evaluation (M&E) tools in the Schools Division of Tagbilaran City, where fragmented templates, inconsistent reporting, and limited alignment with M&E standards made data interpretation difficult. To address these issues, the Monitoring and Evaluation Practice Support Program (MEPSP) was introduced, featuring simplified tools, the School Data Reflection Form (SDRF), digital reporting processes, and structured feedback mechanisms to improve consistency and accuracy of M&E outputs. Using participatory action research design, data were collected from school heads, SGOD personnel, education program supervisors, and school M&E focal persons through interviews, FGDs, observations, and document reviews. Results showed notable improvements in the completeness, clarity, and reliability of school reports after MEPSP implementation. Stakeholders also demonstrated increased confidence in using data for planning and technical assistance. The study concludes that a simplified and standardized Monitoring and Evaluation (M&E) system significantly strengthens reporting quality, enhances governance, and supports sustained, data-driven decision-making within the division.

Keywords: *Monitoring and Evaluation, M&E Practice Support Program (MEPSP), School Data Reflection Form (SDRF), Technical Assistance (TA), Tagbilaran City*



Improving Grade 4 Learners' Reading Fluency and Comprehension Through Audiobook Integration

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Abstract

The purpose of this action research was to investigate the impact of using audiobooks to enhance the reading fluency and reading comprehension of Grade 4 learners at Mulao Elementary School, Compostela, Cebu, during the School Year 2025–2026. The study involved five struggling readers, identified through the pretest assessments of the Oral Reading Verification (ORV) and the Philippine Informal Reading Inventory (Phil-IRI), who performed below grade level with an average reading fluency of 40.2 words per minute (WPM) and a comprehension score of 30%. Utilizing an action research design with a pretest-posttest framework, the intervention consisted of a six-week sequence of daily 30-minute audiobook sessions structured into three phases: pre-listening activities to activate prior knowledge and introduce essential vocabulary; listening while following along with printed texts to model fluent reading; and post-listening activities to implement echo reading, choral reading, word activities, and comprehension tests. Learner progress was tracked using weekly oral reading tests, formative assessments, and observation reports. The post-test scores indicated that all participants made impressive progress; the participants' average fluency increased to 59.4 WPM, the average accuracy rate reached 92.2%, and comprehension levels rose to 70%. This improvement enabled the learners to shift from the Frustration Level to the Instructional and Independent levels. These results substantiate the conclusion that integrating audiobooks is an effective, interactive, and inclusive method for promoting decoding, enunciation, comprehension, and motivation among students, offering a viable solution to long-term literacy challenges in elementary education.

Keywords: *Action Research, Audiobook Integration, Reading Fluency, Reading Comprehension, Elementary Education, Grade 4, Mulao Elementary School, Cebu*

Enhancing Grade 5 Learners' Reading Comprehension Skills in English Through the ReaCAP Learning Package for the New Gen

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Abstract

Reading comprehension skills are vital to the success of learners' development toward literacy. This study aimed to improve the reading level and comprehension skills in English of Grade Five learners at Limokon Elementary School, Valencia District, Division of Bohol, for SY 2024–2025 by utilizing the ReaCAP Learning Package for the New Gen. The researchers employed an action research design utilizing a single-group pretest-posttest approach with descriptive analysis. A purposive sampling technique was used to determine the eight participants who had failed the Phil-IRI pretest in the school year 2024–2025. Notable improvements were observed across all fundamental academic skills; high-performing learners further solidified their strengths, while learners with lower scores exhibited significant progress. It is concluded that the intervention, ReaCAP Learning Package for the New Gen, proved effective in addressing specific learner needs, particularly for those with significant learning gaps.

Keywords: *Action Research, ReaCAP Learning Package for the New Gen, English, Reading Comprehension Skills, Bohol, Philippines*

Enhancing English Listening Comprehension Among Grade 6 Pupils Through Virtual Storytelling Multimedia (ViStoM)

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Abstract

This action research aimed to enhance the English listening comprehension of Grade Six learners at Dumlog Elementary School through the use of Virtual Storytelling Multimedia (ViStoM) during the School Year 2025–2026. The study was conducted in response to the observed difficulties of learners in understanding spoken English texts, particularly in extracting details, identifying main ideas, and making inferences. Using a quasi-experimental approach, the researcher utilized ViStoM as an intervention tool that integrated interactive comprehension exercises, visual illustrations, and narrated digital stories. Pretests and posttests were administered to assess students' listening comprehension skills before and after the intervention, while interviews and classroom observations were carried out to gather qualitative data regarding student motivation and engagement. Findings revealed a significant improvement in the pupils' listening comprehension scores after exposure to ViStoM. Learners also demonstrated increased participation, attentiveness, and enjoyment during English lessons, which contributed to a more positive learning environment. The integration of multimedia storytelling proved effective in bridging language difficulties by providing both auditory and visual support. The study concludes that Virtual Storytelling Multimedia (ViStoM) is an effective instructional approach for raising sixth-grade students' listening comprehension levels. Consequently, it is recommended that English teachers integrate ViStoM and similar multimedia strategies into their instruction to foster better comprehension.

Keywords: *Action Research, Listening Comprehension, Storytelling, Multimedia, Grade Six Pupils, English Instruction, Talisay City, Cebu, Philippines*

Improving Reading Performance of Grade 6 Learners with Special Educational Needs Through Intensified Differentiated Instruction

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Abstract

This action research examined the effectiveness of intensified differentiated instruction in enhancing the reading performance of Grade 6 learners with Special Educational Needs (LSENs) at Cogon Elementary School, Tagbilaran City Division, during the School Year 2025–2026. Recognizing that LSENs continue to struggle with reading in public school environments due to diverse learning styles, a slower pace of learning, and limited support for individual needs, the researchers applied targeted differentiated strategies tailored to each learner's unique skills, interests, and readiness levels. The Philippine Informal Reading Inventory (Phil-IRI) was utilized as the primary measurement tool to evaluate the reading levels of the learners before and after the intervention. The results revealed a significant increase in overall performance: non-readers and frustration-level readers displayed substantial improvement toward instructional and independent reading levels, while those who began at lower proficiency levels showed growth in decoding, comprehension, and fluency. Qualitative assessments also indicated enhanced engagement, greater self-assurance, and increased collaboration among LSENs during the reading period. The findings confirm that intensified differentiated instruction is an advantageous and effective strategy for supporting pupils with special needs who struggle with reading. In order to uphold inclusive and learner-centered reading instruction across all Tagbilaran City schools, the study proposes division-wide adoption, capacity building for teachers, and continuous implementation-wide adoption, capacity building for teachers, and continuing implementation.

Keywords: *Action Research, Differentiated Instruction, Learners with Special Educational Needs, Reading, Tagbilaran, Bohol, Philippines*

One Week, One Story: A Mentorship Guide for Enhancing Reading Fluency and Confidence Among Grade 6 Halting Readers

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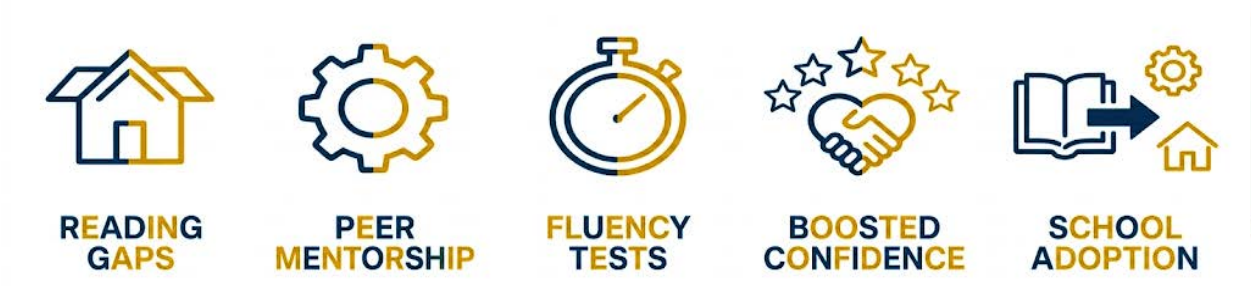
Abstract

This action research, titled "One Week, One Story: A Mentorship Guide for Enhancing Reading Fluency and Confidence Among Grade 6 Halting Readers," introduces a structured mentorship guide to improve reading fluency and confidence among struggling learners. It focuses on a peer-assisted approach that promotes teamwork and consistent practice. The study addressed low fluency levels of Grade 6 students at Manghupi Elementary School and aimed to establish a sustainable reading program. Using quantitative and qualitative methods, it measured progress through pre- and post-tests on reading speed, accuracy, and expression, complemented by mentor and teacher reflections. Results showed that 7 of 12 halting readers became fluent, while others showed partial improvement due to attendance issues. The findings highlight the effectiveness of structured peer mentorship. Overall, the guide proved successful in enhancing reading fluency and fostering a supportive reading culture in the school.

Keywords: *Action Research, Reading Fluency, Peer Mentorship, Halting Readers, Manghupi Elementary School, Carcar City, Cebu, Philippines*



Enhancing Reading Comprehension of Grade 7 Learners Through Guided Self-Selected Reading

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Abstract

This action research investigated the reading comprehension performance of Grade 7 learners in Mansasa National High School, Tagbilaran City Schools Division and examined the effectiveness of Guided Self-Selected Reading as an intervention to address low comprehension. The scores of the learners during the conduct of pre-assessment using Phil-IRI tool revealed that most of the learners belong to frustration category indicating difficulty in comprehending texts appropriate to their level. Their comprehension scores ranging from 15.5% to 57.14% further confirmed that their reading comprehension skills remained underdeveloped. In response to these results, the Guided Self- Selected Reading intervention was implemented to provide learners with interest-based reading materials and guided support to enhance their comprehension. The posttest results showed better scores indicating improvements in learners' cognitive engagement and comprehension, signifying the positive result of this intervention in supporting poor readers. This study emphasizes the need for effective reading programs or activities to enhance comprehension and promote self-directing reading.

Keywords: *Action Research, Frustration Level, Phil-IRI, Guided Self-Selected Reading, Reading Comprehension, Tagbilaran City, Bohol, Philippines*

Project READ (Reading Engagement and Development): Improving Grade 7 Learners' Reading Proficiency with the Validated Toolkit

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Abstract

The recurring low reading proficiency among Grade 7 learners at Cantabaco National High School in Toledo City, Cebu called for targeted support for non-readers and students at the frustration level. To address to this need, this study implemented a validated Reading Toolkit designed to strengthen reading fluency and comprehension through structured and scaffolded activities, using a pre-experimental one-group pretest–posttest design with eight struggling readers over an eight-week period in the 2024–2025 school year. Phil-IRI results, supported by surveys, focus group discussions, and teacher observations, showed that learners initially performed poorly, with three classified as nonreaders and five at the frustration level, yielding a mean score of 1.38/10 (13.75%). After the intervention, scores increased to a mean of 6.13/10 (61.25%), indicating a 47.5-point gain; all non-readers progressed to the frustration level, and five learners advanced to the instructional level, reflecting notable improvements in decoding, comprehension, and reading strategies. Students reported high engagement and ease of use, while parents observed increased confidence and more consistent application of reading strategies at home; these gains were corroborated by focus group and observation data, though fluency and home involvement remained areas for continuous support. This study affirms the Reading Toolkit as an effective and practical intervention for struggling readers and recommends its integration into English classes, remedial reading sessions, and home-based literacy activities, along with structured teacher training and parent orientation to sustain and expand its impact.

Keywords: *Action Research, Reading Toolkit, Reading Comprehension, Literacy Intervention, Pre-Experimental Design, Toledo, Cebu, Philippines*

Enhancing the Reading Comprehension of Grade 7 Students with Reading Difficulties Through Differentiated Instruction

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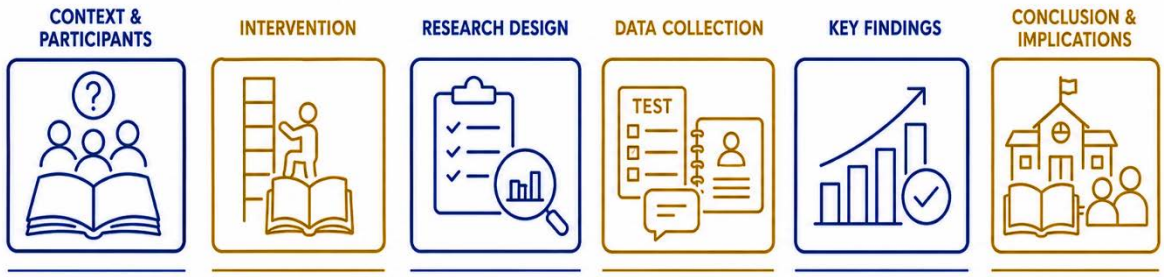
Abstract

This action research investigated the success of a Differentiated Instruction undertaking, in this circumstance, the Reading Ladder Quest to better equip Grade 7 learners who have been recognized as frustration-level readers at School B site with their reading comprehension. The thesis studied 11 students whose reading profile showed a continuing problem with higher-order comprehension skills. The research sought to establish if differentiated instruction would improve cognitive reading outcomes and learner engagement differently for the varying readiness groups. The research design used is a pre-experimental one group pretest–posttest study utilizing convergent mixed-methods. Quantitative data were collected through reading comprehension tests aligned with Phil-IRI and qualitative data were acquired from teacher observation notes, and student reflection journals during a six-week intervention session. Results demonstrated a positive and significant effect of the intervention on posttest performance (estimated g = 1.29). The correlation was so strong between this data and the students perceived growth at 1.5 CI, which suggested that as performance improved so did self-efficacy in reading achievement. Findings suggest that DI is a viable, flexible solution for meeting the needs of the secondary student population with reading difficulties and has great promise as an approach to school-wide literacy interventions.

Keywords: *Action Research, Differentiated Instruction, Reading Comprehension, Grade 7, Literacy Intervention, Student Engagement, Toledo City, Cebu, Philippines*



Improving English Reading Comprehension of Grade 7-9 IPED Learners Through Culturally Responsive Reciprocal Teaching (CRRT)

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Abstract

This study examined the effectiveness of a culturally responsive intervention, Culturally Responsive Reciprocal Teaching (CRRT), in enhancing the English reading comprehension skills of Grade 7-9 Indigenous Peoples Education (IPED) learners at South Poblacion National High School. The mean pretest score of 2.07 reflected the learners' initial low proficiency, classified as "frustration" level. Following the intervention, the mean posttest score rose significantly to 5.14, demonstrating a substantial improvement in their reading comprehension. The intervention integrated the structured strategies of Reciprocal Teaching- Predicting, Questioning, Clarifying, and Summarizing-with culturally relevant texts co-developed with the Ati community to bridge the gap between literacy instruction and the learners' cultural identity. A paired sample t-test analysis revealed a statistically significant difference between the pretest and posttest results (t=-4.92, p=0.00028), confirming the intervention's positive impact. The findings indicate that CRRT is an effective, culturally sustaining pedagogical model that significantly improves reading comprehension outcomes for indigenous learners by making literacy instruction both strategically sound and culturally resonant.

Keywords: *English Reading Comprehension, Culturally Responsive Reciprocal Teaching (CRRT), Indigenous Peoples Education (IPED), Phil-IRI, Paired Sample T-Test, South Poblacion National High School, City of Naga, Cebu, Philippines*

Integrating Digital Novel Reading in English Instruction to Enhance Vocabulary and Reading Comprehension Among Grade 9 Students

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Abstract

Reading comprehension remains the most challenging area among Filipino students. To address this gap, the researchers aimed to determine the effectiveness of integrating digital novel reading in English instruction in improving the reading comprehension accuracy of Grade 9 students of Pit-os National High School for the school year 2025-2026. The intervention involved the use of a digital novel, The Little Prince, with supplemental gamified activities using Kahoot and audio-visual material to support word recognition, pronunciation, and comprehension. Descriptive statistics and a Paired Samples t-Test were used to compare pretest and post-test scores. The findings revealed an increase in the mean post-test score compared to the pretest, indicating observable improvement in students' reading comprehension. However, the difference was not statistically significant at the 0.05 level. Yet, qualitative observations revealed positive effects on students' fluency, vocabulary, pronunciation, and motivation. This concludes that while digital novel reading may not have statistically significant gains in comprehension accuracy, it serves as a beneficial strategy to engage struggling readers and support their basic reading skills. Thus, the integration of digital novel reading materials is recommended as a reading remediation approach in English.

Keywords: *Action Research, Reading, Digital Novel, English Instruction, Vocabulary, Reading Comprehension, , Pretest and Posttest, Cebu City, Philippines*

Improving the Reading Comprehension of Grade One Pupils Through the Enhanced Reading Activity (ERA) Using the Phonics Approach (TPA)

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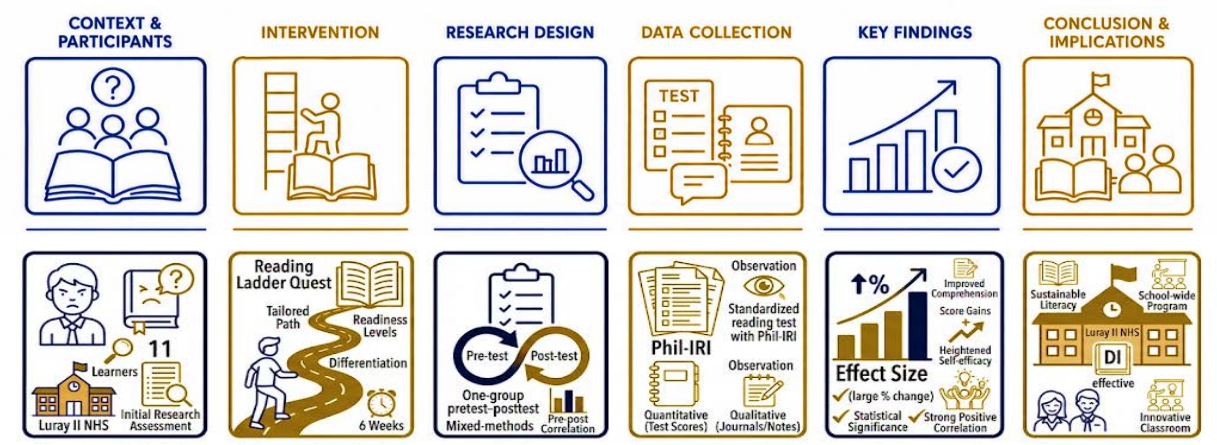
Abstract

This study aimed to improve the reading comprehension of Grade One pupils at Tabunoc Central School through the implementation of the Enhanced Reading Activity (ERA) using the Phonics Approach (TPA). A total of 13 pupils participated in the 20-day intervention program, which focused on systematic phonics-based instruction to strengthen decoding and fluency skills. The effectiveness of the program was measured using a pretest and posttest design. Results revealed a marked improvement in the pupils' reading fluency, indicating that the ERA with TPA had a positive impact on their reading development. Based on these findings, it is recommended that the Enhanced Reading Activity using the phonics approach be continuously implemented to support beginning readers in early grade levels.

Keywords: *Action Research, Reading Comprehension, Enhanced Reading Activity, Phonics Approach, Talisay City, Cebu, Philippines*



GAME UP: Grammar Advancement through Meaningful Engagement Using Play with Board Games for Grade 9 Students

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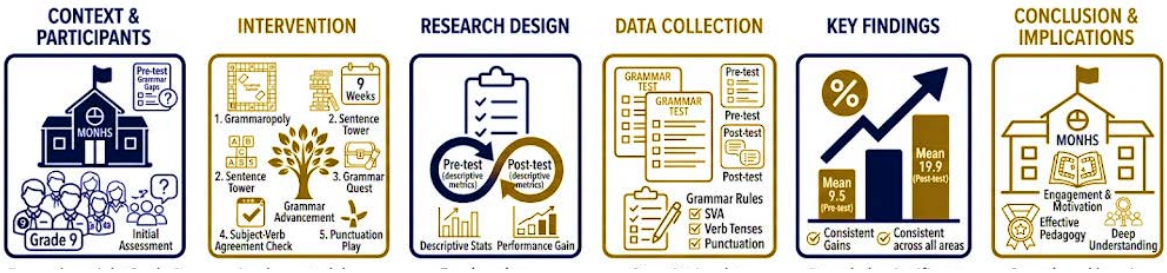
Abstract

Grammar skills are essential for students' communication and overall academic success. Traditional teaching methods, which often rely on memorization and repetitive exercises, have not been effective in helping students understand grammar concepts. This study used a pre-experimental, action research method to improve grammar skills among eight Grade 9 students at Media Once National High School. The intervention, called "GAME UP: Grammar Advancement through Meaningful Engagement Using Play with Board Games," took place over nine weeks. Students engaged in interactive activities using board games like Grammaropoly, Sentence Tower, and Grammar Quest. Pre- and post-tests measured their performance in subject-verb agreement, verb tenses, and punctuation. Descriptive statistics analyzed the data. Results showed a significant increase in mean scores, rising from 9.5 on the pre-test to 19.9 on the post-test, with steady improvements across all grammar areas. The findings suggest that learning through games not only improved grammar skills but also increased engagement, collaboration, and motivation. The study concludes that incorporating interactive board games into grammar teaching is an effective strategy that fosters a deeper understanding, lasting interest, and a positive attitude toward learning English.

Keywords: *Action Research, Grammar Proficiency, Game-Based Learning, Board Games, Pre-Experimental Approach, Toledo City, Cebu Philippines*



Structured Singing Bee: Enhancing Vocabulary Acquisition among HUMSS Grade 12 Students

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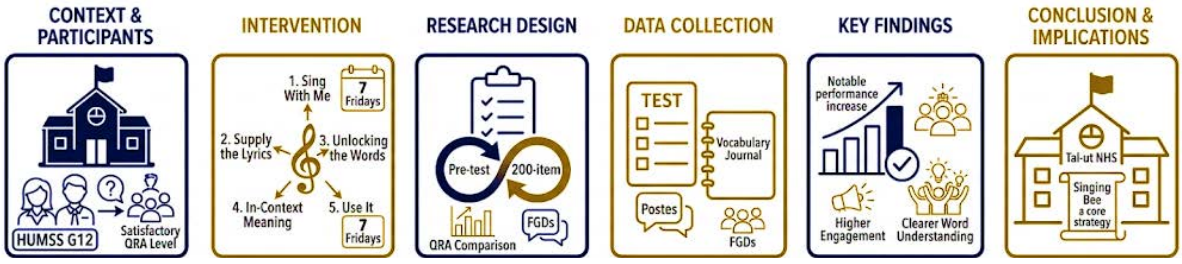
Abstract

This study examined the effectiveness of the Structured Singing Bee in enhancing vocabulary acquisition among HUMSS Grade 12 students of Tal-ut National High School. With only six learners achieving a satisfactory level in the Quarterly Rating Assessment (QRA), 27 students participated in a seven-Friday intervention featuring structured, song-based vocabulary activities-Sing with Me, Supply the Lyrics, Unlocking the Words, In-Context Meaning, and Use It. A 200-item pre-test and post-test, supported by QRA comparisons and thematic analysis from FGDs, were used to assess improvement. The findings revealed a notable increase in students' vocabulary performance, along with greater engagement and clearer understanding of unfamiliar words. The study concluded that the Structured Singing Bee was an effective non-restrictive strategy for strengthening vocabulary skills and supporting overall comprehension.

Keywords: *Action Research, Structured Singing Bee, Vocabulary Acquisition, Song-based Learning, Non-Restrictive Strategy, Carcar City, Cebu, Philippines*



AI-Driven Approach: Enhancing Practical Research 2 Subject Knowledge and Skills Among Senior High School Learners

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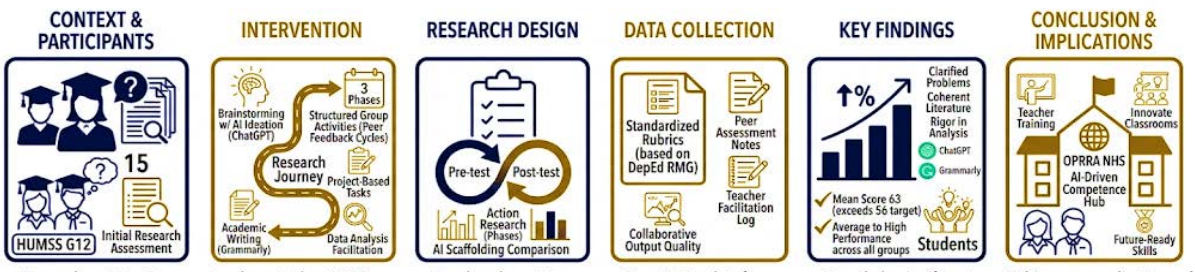
Abstract

This action research investigated the effectiveness of an AI-Driven Approach in enhancing the Practical Research 2 knowledge and skills of Senior High School students at OPRRA National High School for the Academic Year 2025–2026. The study responded to existing challenges in research instruction, including learners' difficulties in formulating research problems, synthesizing literature, applying proper citations, and conducting data analysis. Guided by a collaborative learning framework, the intervention integrated AI-powered tools-Grammarly for academic writing enhancement, Microsoft Word for real-time collaborative editing, and ChatGPT for ideation and basic data analysis-across structured group activities such as brainstorming, peer feedback cycles, and project-based tasks. Using an action research design, the intervention was implemented through pre-, during-, and post-implementation phases involving fifteen Grade 12 participants. Data were gathered through standardized rubrics based on DepEd's Research Management Guidelines and analyzed using descriptive statistics. Findings revealed a significant improvement in the quality of learners' research outputs. The participants achieved a mean score of 63, surpassing the target mean of 56 and indicating performance levels ranging from Average to High across all groups. The results highlight that AI-driven personalization and scaffolding contributed to improved clarity, coherence, and rigor in research writing. Moreover, learners demonstrated increased engagement, autonomy, and confidence in completing research tasks, validating the complementary role of AI tools and teacher facilitation. The study concludes that AI integration, when paired with collaborative learning, enhances research competence and supports the development of future-ready skills. The findings informed an action plan promoting sustained use of AI resources through teacher training, classroom integration, and the establishment of a Smart Research Hub for continued innovation in research instruction.

Keywords: *Action Research, Enhancing Practical Research 2, AI Driven Approach, Cebu City Division, Cebu, Philippines*



Enhancing Grade 10 Learners' Writing Performance and Statistical Literacy Through the Stewards (Student Text Engagement and Writing Assessment Through Research and Data Statistics) Strategy

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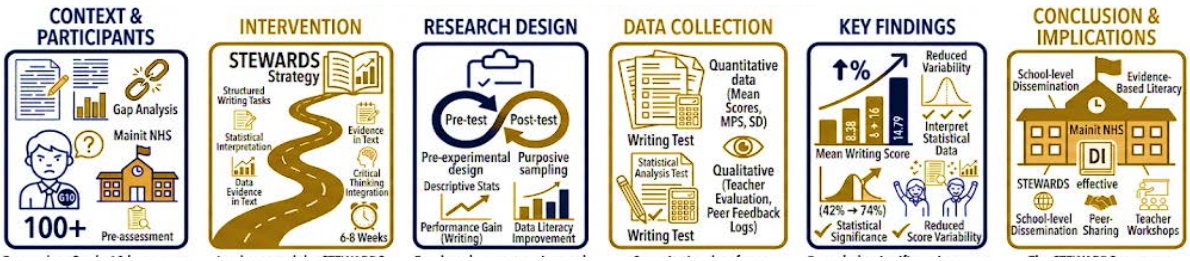
Abstract

This action research investigated the effectiveness of the STEWARDS (Student Text Engagement and Writing Assessment Through Research and Data Statistics) strategy in enhancing Grade 10 learners' writing performance and statistical literacy at Mainit National High School during the 2025–2026 school year. Addressing the gap between writing instruction and data analysis, the strategy integrates structured writing tasks with statistical interpretation to promote evidence-based communication, analytical reasoning, and critical thinking. A pre-experimental design with purposive sampling was employed. Learners completed pre- and post-assessments in writing and statistical analysis, supplemented by peer feedback and teacher evaluation. Descriptive statistics, including mean scores, mean percentage scores, and standard deviations, were used to identify learning trends, in line with DepEd Action Research standards emphasizing methods appropriate to research questions. Findings revealed significant improvements: mean writing scores rose from 8.38 (42%) to 14.79 (74%), with reduced score variability, while learners' ability to interpret statistical data also increased. These results indicate that STEWARDS effectively enhances literacy and numeracy by integrating text engagement with quantitative reasoning. School-level dissemination, peer-sharing, and teacher workshops are recommended to sustain implementation.

Keywords: *Action Research, STEWARDS strategy, Writing Performance, Statistical Literacy, Descriptive Statistics, City of Naga, Cebu, Philippines*



Interdisciplinary Integration of Performance Tasks: A Strategy to Reduce Student Workload and Enhance Learning in Senior High School

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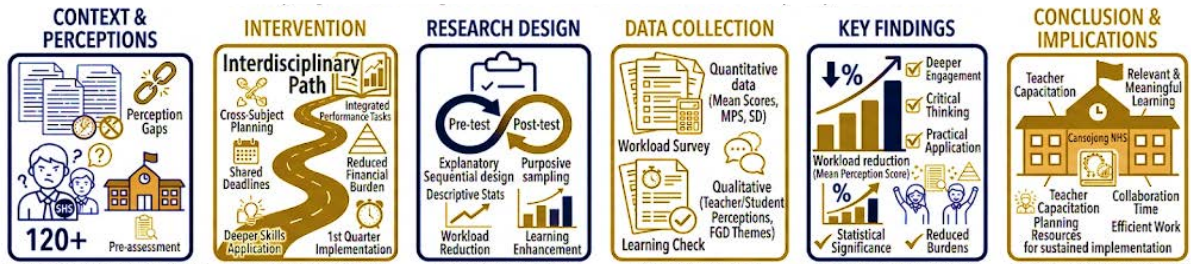
Abstract

This study examined the effectiveness of the interdisciplinary integration of performance tasks in reducing student workload and enhancing learning outcomes. With the growing concern of students on the volume of performance tasks and overlapping deadlines, this study aimed to reduce student workload and increase their depth of learning through interdisciplinary integration. This study made use of explanatory sequential design wherein researcher-made instrument was administered to examine students' and teachers' perceptions of student workload both before and after the implementation of interdisciplinary integration. To further explain the quantitative results, focus group discussion was conducted. Results revealed that interdisciplinary integration is an effective strategy in reducing student workload while enhancing learning outcomes. Integrating performance tasks lessened student burden, minimized financial contributions and promoted efficiency in working. Also, it fostered deeper engagement, critical thinking, and the practical application of skills and concepts across subjects making learning more relevant and meaningful. However, it is suggested that teachers should be capacitated and given more time to collaborate, plan, and prepare in designing and implementing effective interdisciplinary integration.

Keywords: *Action Research, Interdisciplinary Integration, Student Workload, Enhancing Learning Outcomes, Talisay City, Cebu, Philippines*



Synergy in Action: Bridging Disciplines Through Cross-Collaborative Performance Tasks to Enhance Grade 11 Student Engagement and Academic Achievement

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Abstract

This action research examines to what extent Cross-collaborative Performance Tasks (CCPT) enhance engagement and academic achievement of Grade 11 students. The research focuses on the integration of the competencies across Komunikasyon at Pananaliksik, 21st Century Literature, Philosophy, Oral Communication, Disciplines and Ideas in the Social Sciences using a coherent interdisciplinary output. Its goal is to determine to what extent subject integration and teacher cooperation coincide to reinforce student motivation, deepen learning at the same time to improve overall performance. Using mixed methods design, supported by the principles of action research, the study drawings on the principles of researcher-developed questionnaires, validated survey instruments, interview protocols, involving both Grade 11 students and teachers who participated in the collaborative projects. Quantitative data were analyzed with descriptive statistics while qualitative was analyzed with thematic analysis to gain perceptions, experiences, and challenges. Findings suggest that students were consistent in saying that using CCPT increased their engagement levels, encouraged collaboration, stimulated creativity and helped extend lessons to authentic situations. Teachers also agreed that CCPT was feasible and integrative and effective at promoting interdisciplinary understanding, critical thinking and enhanced learning outcomes. These results highlight a validity of CCPT as an instructional strategy to strengthen student participation and coherence of competency-based pedagogy. Thus, the investigation concludes that cross collaborative performance tasks represent a learning experience that is transformative in its potential to substantively improve levels of engagement and academic achievement while promoting synergies across curricular domains.

Keywords: *Action Research, Cross-Collaborative Performance Tasks, Interdisciplinary, Learning, Pre-Experimental Approach, Cebu City, Philippines*

Boosting Student Engagement and Academic Performance in HOPE 3 Through the Integration of Interactive Technology-Based Learning (ITBL) among Grade 12 STEM Students

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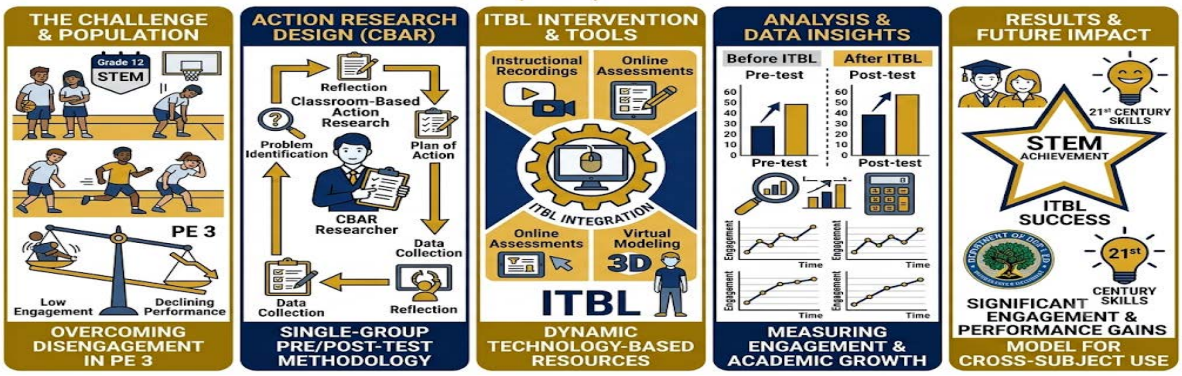
Abstract

This paper, "Boosting Student Engagement and Academic Performance in HOPE 3 Through the Integration of Interactive Technology-Based Learning (ITBL) among Grade 12 STEM Students," sought to determine whether incorporating Interactive Technology-Based Learning (ITBL) techniques could improve students' academic performance and engagement. To deal with the low level of participation and deteriorating academic achievement of Grade 12 STEM students in PE 3, this study used a Classroom-Based Action Research (CBAR) style. To evaluate the efficacy of Interactive Technology-Based Learning (ITBL) as an educational aid, the study used a quantitative methodology with a pre-test and post-test design for a single group. To encourage active engagement and motivation, interactive resources like instructional recordings, online assessment, and virtual modeling were incorporated to the PE 3 sessions. To evaluate the enhancement of pupils' exam results and their level of involvement, data were reviewed. The results showed that following the incorporation of ITBL, student participation, engagement, and academic accomplishment significantly increased. According to the findings, using interactive technologies can improve educational results by creating a more dynamic and student-focused educational setting. In order to improve 21st-century abilities and foster significant educational opportunities, the study suggests that ITBL methodologies be used and expanded across different subjects.

Keywords: *Action Research, Interactive Technology-Based Learning (ITBL), Student Engagement, Academic Performance, Grade 12 STEM Students, Philippines*



Improving Learner's Performance on the Identified Difficult Competency in Filipino V Through Simplified Worksheets

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Abstract

This action research aimed to improve the learners' performance in Filipino V at Paknaan Elementary School during the school year 2024-2025 by enhancing their knowledge and skills of the identified written works least learned competency on "*a.)Nakikilala ang mga pangkalahatang sanggunian at b.) Nagagamit ang pangkalahatang sanggunian sa pagtatala ng mahahalagang impormasyon tungkol sa isang isyu"* through the utilization of the Simplified Worksheets. The entire research focused on the answering of the worksheets with enclosed concepts that will suffice their knowledge about the topic. The researchers addressed the problem through utilizing Simplified Worksheets. Weekly monitoring of the progress made by the learners will be recorded to fully note the level of understanding they have gained. The 3-stage approach was also carried out: pre, during and post implementation. The comparative results between the Pre-Post rating was done to assess the efficacy of the intervention made. Teacher made Pre-Test and Post Test were validated by teacher experts. Teacher experts were those teachers teaching the subject for more than 5 years. Findings revealed an increase on the written output performance focusing on *a.)Nakikilala ang mga pangkalahatang sanggunian at b) Nagagamit ang pangkalahatang sanggunian sa pagtatala ng mahahalagang impormasyon tungkol sa isang isyu"*. To describe the performance, this study compared the pre-test and post-test using a quasi-experimental approach to Grade V learners under study. This design involved administering a pre-test to a single group of participants, implementing an intervention which is the use of simplified worksheets and then administering a post-test to the same group. Through this study, it was noted that utilizing simplified worksheets yield a positive result in improving learners' written output performance focusing on a specific least learned skill. Recommendations are made to adopt the intervention in similar learning area to further improve the written outputs of the learners.

Keywords: *Classroom-based Action Research, Simplified Worksheets, Quasi-Experimental design*, *Mandaue City, Cebu, Philippines*

Integrasyon ng Estratehiyang SQ3R sa PHIL-IRI: Pagpapahusay ng Kasanayan sa Pag-unawa ng mga Mag-aaral sa Filipino 7

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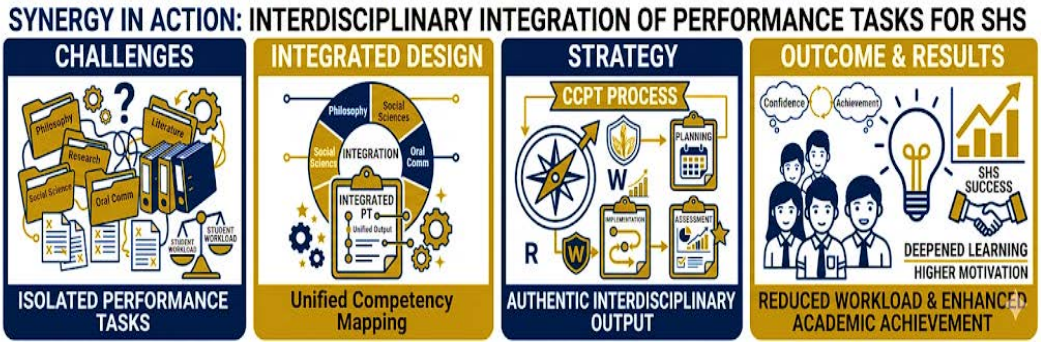
Abstrak

Layunin ng pag-aaral na mapahusay ang pag-unawa sa pagbasa ng mga mag-aaral sa Filipino 7 gamit ang estratehiyang SQ3R (*Survey, Question, Read, Recite, Review*). Gumamit ito ng *Pre-Experimental Design (One-Group Pretest-Posttest)* sa 35 mag-aaral ng Lanas National High School SY 2025–2026 na nasa *Frustration* at *Instructional level*. Sinuri ang kanilang pag-unawa gamit ang *PHIL-IRI standardized passages* at inaanalisa ang resulta sa pamamagitan ng *mean, standard deviation,* at *Paired Sample T-Test*. Natuklasan na may makabuluhang pag-unlad sa lebel ng pag-unawa ng mga mag-aaral: bumaba ang *Frustration level* mula 62.86% tungo sa 20%, tumaas ang *Independent level* mula 5.71% hanggang 37.14%, at ang mean score ay umangat mula 3.54 patungong 5.89. Pinatutunayan nito na ang SQ3R ay epektibong estratehiya sa pagpapabuti ng kasanayan sa pag-unawa sa binasa. Iminumungkahi ang patuloy na paggamit ng SQ3R sa pagtuturo ng pagbasa at pagsasama nito sa iba pang asignatura.

Susing mga Salita: *Aksyong Pananaliksik, Estratehiyang SQ3R, PHIL IRI, Pag-unawa sa Pagbasa, Filipino 7, City of Naga, Cebu, Philippines*



TeachPlay Hub: Enhancing Mathematical Proficiency of Grade 3 Learners Through Game-Based Strategies

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Abstract

TeachPlay Hub was created to establish the efficacy of game-based strategies of instruction in solving the mathematical challenges of Grade 3 students within Cadaruhan Elementary School during the School Year 2025-2026, specifically subtraction, missing numbers, and word problems. The intervention involved non-digital games, which included Math Bingo, Memory Match, and Picture Puzzle, as they enhanced learners' understanding of the skills. Ten non- numerate learners were identified in the study through a pretest using purposive sampling. Using a descriptive analysis of action research, the pretest and posttest scores of learners were compared after the implementation of TeachPlay Hub. There was a significant improvement in performance, with the mean score rising from 13.8 to 26.1, and seven out of ten learners advanced to become numerate rather than non-numerate. These results suggest that TeachPlay Hub is a powerful game-based teaching method that leads to improvements in mathematical competence and the creation of an interactive, learner-oriented classroom, highlighting the importance of play-based methods in teaching mathematics in elementary schools.

Keywords: *Action Research, Mathematical Proficiency, Grade 3 Learners, Game-Based Strategies, Intervention, Pretest and Posttest, Cebu, Philippines*

The Empowered Achievers as Mentors (TEAM) Program: Leading the Way to mastery of Four Fundamental Skills in Mathematics Among Grade 4 Learners

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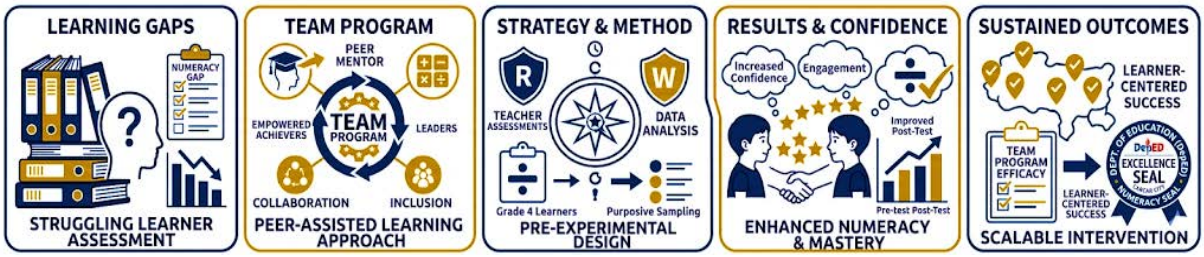
Abstract

The Empowered Achievers as Mentors (TEAM) Program was introduced as an intervention to enhance the mastery of the four fundamental mathematical skills among Grade 4 learners at Kayam Elementary School. The study addressed the observed learning gaps in basic numeracy, where some learners continued to struggle with simple computations. It sought to determine the effectiveness of involving academically proficient students as mentors to support their peers through a peer-assisted learning approach. Using a pre-experimental, single-group pretest–posttest design, data were gathered from five purposively selected struggling learners through teacher-made assessments, classroom observations and a survey questionnaire for five mentors. Descriptive statistics (mean, mean difference) and thematic analysis were used to evaluate comprehensive understanding of the intervention's impact. Results showed significant improvement in learners' post-test performance, particularly in division, alongside increased engagement and confidence. The findings suggest that the TEAM Program is an effective learner-centered intervention that promotes collaboration, inclusion, and enhanced numeracy skills among elementary learners.

Keywords: *Action Research, Numeracy Skills, Peer-Assisted Learning, TEAM Program, Mathematics, Grade 4 Learners, Carcar City, Cebu, Philippines*



VRE Math: A Lesson Framework using Video, Rathmell Triangle Model, and Exercises to Enhance Problem-Solving Skills

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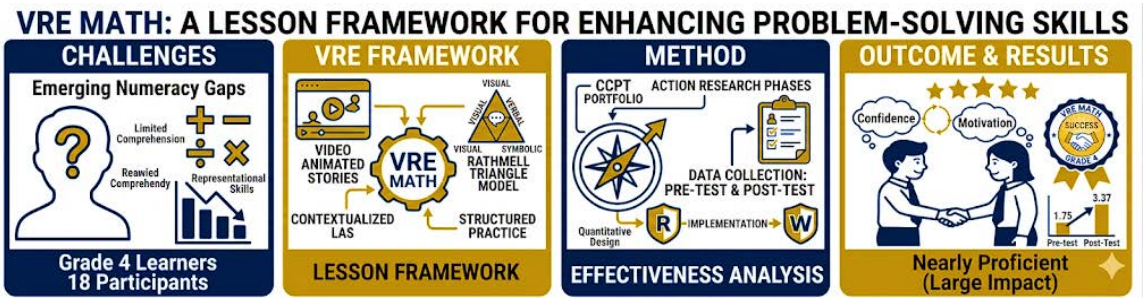
Abstract

This action research, VRE Math: A Lesson Framework Using Video, Rathmell Triangle Model, and Exercises, examined the effectiveness of an innovative instructional approach in enhancing problem-solving skills among 18 Grade 4 learners identified as "emerging" in the Rapid Mathematics Assessment (RMA) at Calibasan Elementary School. The framework integrates Video Animated Stories to introduce real-life, contextually relevant mathematical problems, the Rathmell Triangle Model to guide learners through visual, verbal, and symbolic representations, and contextualized Learning Activity Sheets (LAS) for structured practice. Using a pre-test and post-test quantitative design, findings revealed a significant improvement in learners' mean scores from 1.75 (Emerging) to 3.37 (Nearly Proficient), $p = 0.0003$, indicating the intervention's strong impact on conceptual understanding and problem-solving proficiency. Learners also reported increased engagement, motivation, confidence, and ability to connect mathematical concepts to real-life situations. These results demonstrate that the VRE Math Framework is a replicable and effective strategy for addressing numeracy gaps, particularly in learners with limited comprehension and representational skills, highlighting the potential of multimedia-based, scaffolded, and contextualized instruction to transform mathematics learning, enhance foundational skills, and support teachers in delivering competency-based education.

Keywords: *Action Research, VRE Math Framework, Video Animated Stories, Rathmell Triangle Model, Problem-Solving Skills, Toledo City, Cebu, Philippines*



From Zero to Hero: Demystifying Integer Operations to Enhance Grade 7 Learners' Proficiency Through the Kindle & Fun Workbook

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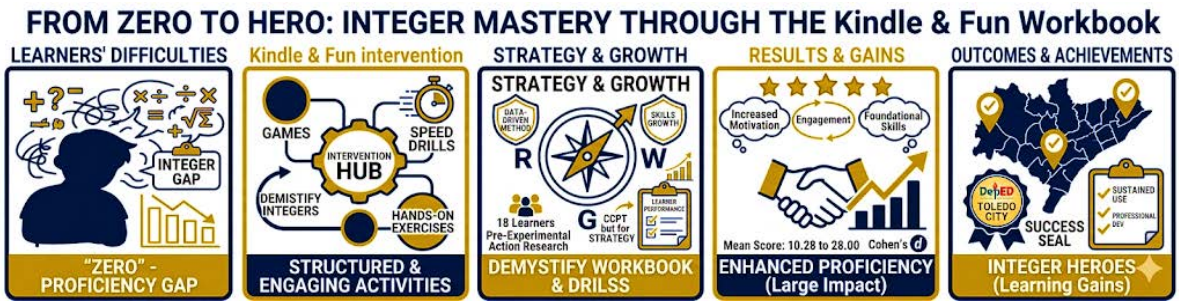
Abstract

Mastery of foundational mathematical concepts is critical for students to successfully engage with advanced topics and problem-solving tasks. This pre-experimental action research investigated the effectiveness of the Demystify Operations on Integers: Kindle & Fun Workbook in improving the proficiency of Grade 7 struggling learners in integer operations at Bato National High School. Eighteen purposively selected learners, all demonstrating difficulty in addition, subtraction, multiplication, and division of integers, participated in a 4-week intervention program featuring structured, interactive, and engaging activities such as games, speed drills, and hands-on exercises. Descriptive statistics were used to summarize and compare the learners' performance in the pre-test and post-test. The results showed improvement after the four-week implementation of the intervention. The mean score increased from 10.28 in the pre-test to 28.00 in the post-test. This showed that the activities provided in the Kindle & Fun Workbook helped learners to have a better understanding of the different integer operations. The computed Cohen's d effect size further indicated a positive impact of the intervention on learners' performance. The findings support the use of enjoyable and interactive learning activities in helping struggling learners improve their mathematics achievement. Therefore, the researchers recommend the continued utilization of the workbook and the development of similar intervention materials for mathematics instruction.

Keywords: *Action Research, Mathematics Intervention, Kindle & Fun Workbook, Integer Operations, Grade 7, Toledo City, Cebu, Philippines*



Improving Mastery of Addition and Subtraction of Fractions in Mathematics 8 Among Grade 8 Learners Through Teacher-Made Digitized Activities

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Abstract

The action research studied how teachers developed digital educational content to help Grade 8 students learn to add and subtract fractions. The study involved eleven students who demonstrated extremely low academic results according to their TOFAS assessment and their pre-test scores which produced an average score of 4.35 percent. The study employed interactive and gamified digital educational materials which provided instantaneous feedback to students because these materials needed to fill their existing knowledge gaps. The research team used formative assessments to monitor student progress while they conducted a posttest assessment for students who received the intervention to evaluate its effectiveness. The results showed a clear improvement in performance because the post-test average score increased to 69.12%. All subjects demonstrated measurable progress, which resulted in their advancement from Developing to Advanced mastery levels. They also showed a better understanding of how to work with fractions. The results show clearly that digitized teacher-made fractional addition and subtraction activities can be a very useful tool for students to use to improve their understanding of this important area of math and their performance in it. The research supports the concept that educators should apply technological tools for improved math teaching practices.

Keywords: *Classroom-Based Action Research, Teacher-Made Digitized Activities, Addition and Subtraction of Fractions, Mathematics 8, Grade 8 Learners, Technology-Enhanced Learning, Mandaue City, Cebu, Philippines*

Enhancing Grade 10 Students' Graphing Skills in Polynomial Functions Using GeoGebra Mobile Application

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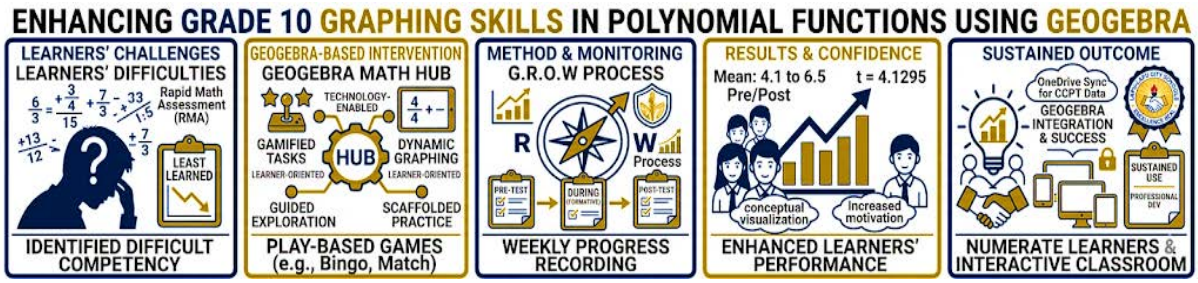
Abstract

This action research investigated the effectiveness of an eight-session GeoGebra-based intervention in improving the graphing skills of ten Grade 10 learners at risk of failing Mathematics at Babag National High School during School Year 2025–2026. For three consecutive years, school-level assessment results and classroom observations consistently revealed persistent learner difficulties in illustrating polynomial graphs, identifying key features of functions, and interpreting graph behavior. To address these gaps, the intervention integrated dynamic graph manipulation, guided exploration, gamified tasks, and scaffolded practice using the GeoGebra mobile application. A mixed quantitative–qualitative action research design was employed. Quantitative results showed notable improvement in students' performance, with mean scores rising from 4.1 to 6.5, and a paired t-test confirming a statistically significant difference ($t = 4.1295$, $p = 0.002561$). Qualitative data further illuminated how learners experienced the intervention. Three themes emerged: Enhanced Conceptual Visualization, as students reported clearer and more intuitive understanding of polynomial behavior; Increased Confidence and Motivation, reflected in greater willingness to participate and reduced fear of making mistakes; and Navigating Challenges in Technology Use, where learners described difficulties with device limitations, app navigation, and internet stability but demonstrated persistence and adaptive coping. Overall, the intervention successfully addressed learners' misconceptions, strengthened conceptual understanding, and created an engaging and supportive learning environment. Findings highlight the potential of technology-supported instruction to aid struggling learners and support the targets of the Basic Education Development Plan (BEDP) 2030 for technology-enabled learning. Wider integration of GeoGebra in both remedial and regular instruction is recommended to enhance visualization, confidence, and mathematical proficiency in polynomial functions.

Keywords: *Action Research, GeoGebra, Polynomial Functions, Graphing Skills, Technology-Enabled Learning, Lapu-Lapu, Cebu, Philippines*



Improving Grade 8 Students' Problem-Solving Skills in Measures of Central Tendency for Ungrouped Data Through Desmos Unified Worksheet Activities (DUWA)

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Abstract

This action research aimed to improve Grade 8 students' problem-solving skills in measures of central tendency for ungrouped data through the Desmos Unified Worksheet Activities (DUWA). Ten purposively selected students from Babag National High School – Junior High School participated in the study. The intervention followed Ofril's (2025) DUWA Framework, which integrates digital technology through Desmos, promotes visualization for conceptual understanding, combines digital and printed worksheets for accessibility, and embeds guided reflection to strengthen metacognitive problem-solving. Data were collected through pre- and post-assessments, weekly reflections, and a focus group discussion. Results of the paired t-test indicated a significant improvement in students' problem-solving performance, $t(9) = 6.1$, $p < .001$, demonstrating that DUWA effectively enhanced both computational and analytical problem-solving skills. Thematic analysis generated four themes: (1) Engaged Problem-Solving Through DUWA, showing increased focus, motivation, and active participation; (2) Improved Problem-Solving Strategies with Desmos Support, highlighting enhanced planning, execution, and verification of solutions; (3) Rising Confidence in Mathematical Problem Solving, reflecting greater self-assurance and academic progress; and (4) Need for Additional Practice Opportunities, emphasizing students' desire to further strengthen problem-solving skills. Weekly reflections revealed persistence, collaboration, strategic use of Desmos for validation, and gradual mastery of problem-solving steps. Observed strategies-repetition, manual computation, collaborative work, story-based problems, and technology-supported validation—illustrated students' reflective engagement in problem solving. The findings underscore that integrating hands-on strategies with technology-supported validation fosters effective problem-solving, metacognitive growth, and confidence, demonstrating that deliberate instructional design can transform students' ability to understand, analyze, and solve mathematical problems in measures of central tendency.

Keywords: *Action Research, Desmos Unified Worksheet Activities, DUWA Framework, Problem-Solving Skills, Mathematics Education, Lapu-Lapu City, Cebu, Philippines*

Enhancing Math Performance of Struggling Grade 9 Learners Though Teacher-Created Video Lesson Tutorials

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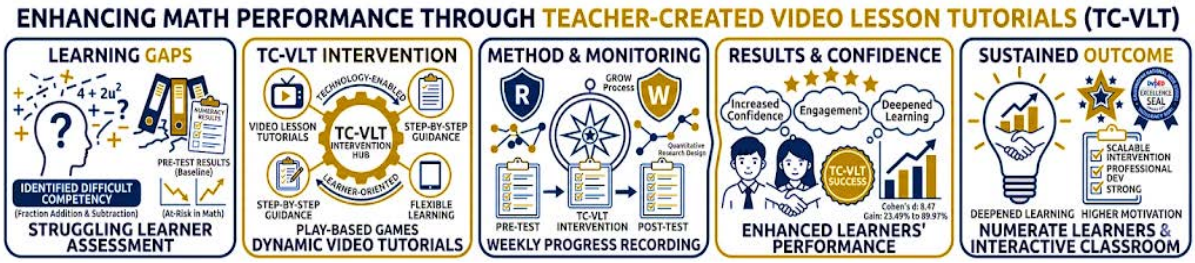
Abstract

This action research aims to determine the effect of Teacher-Created Video Lesson Tutorials (TC-VLT) as an intervention for mathematics performance among struggling Grade 9 learners in Calumboyan National High School, school year 2025-2026. This study specifically tackles the research question: How do Teacher-Created Video Lesson Tutorials (TC-VLT) improve the performance of these struggling Grade 9 learners in Mathematics at Calumboyan National High School? The main objective of this research is to enhance the learning and performance of students who are at risk in math. The participants in this study were the Grade 9 struggling learners of Calumboyan National High School who were chosen through their mathematics pre-intervention test performance. Use a quantitative research design that allows for objective measurement of the outcome of the intervention. The instrument for the study was a researcher-made 40-item multiple-choice test, which was validated by the school's math experts. Moreover, it was first piloted to ensure that it is clear and appropriate in terms of its level of difficulty for the target participants. In regard to the collection of the data, these processes were divided into 3 parts, which are the pre-data collection stage, the actual data collection stage, and post data collection stage. The pre-data collection stage includes administering the pre-test prior to the intervention so as to evaluate the baseline mathematics ability of the selected learners and the post-test to measure post the intervention, to calculate the margin of gains resulting from the intervention. All the collected data was processed and analyzed by both descriptive and inferential statistical methods, including: the mean percentage score, percentage gain, t-test(test of significance difference), and Cohen's d (measure effect size of significance difference). The scores indicated a gain in maths achievement for both the pre and post test intervention score of 23.49% and 89.97%. From the t-test scores we got the t-score was t=-28.027<2.62t-critical and thus we can tell there was a difference between the scores of the pre-test and post test for the whole class.. Cohen's d value was 8.47, demonstrating a large effect size. The findings revealed that the current research, which highlights TC-VLT as an intervention strategy, is a powerful supplement for enhancing the mathematics achievement of struggling learners in Grade 9. These results not only revealed that there are significant advances achieved by students in Math, but they have also proven that using video tutorial sessions can potentially be an effective and dynamic intervention in addressing issues in the classroom among at-risk learners. The integration of TC-VLT in Math teaching is hence recommended to enhance student outcomes.

Keywords: *Action Research, Teacher-Created Video Lesson Tutorial, Struggling Learner, Intervention.*



Strategic Intervention Materials Utilizing PhET Simulation (SIM-UPS): An Interactive Learning Approach for Enhancing the Written Performance of Grade 8 Science Learners on the Least Learned MELCs in Physics

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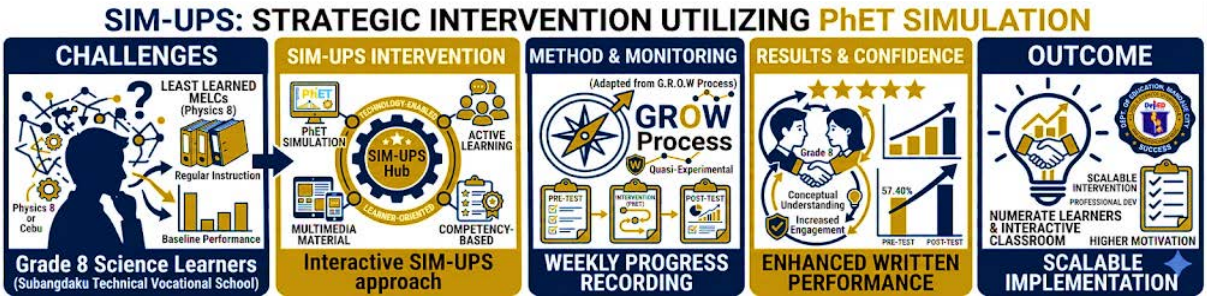
Abstract

The study used a quasi-experimental approach and a descriptive research method to compare how the participants performed on the pre-post test results. It aimed to determine the effect of SIM-UPS: An Interactive Learning Approach for Enhancing the Written Performance of Grade 8 Science Learners in teaching the least learned essential learning competencies (MELCs) in Physics at Subangdaku Technical Vocational School of Mandaue City Division during the S.Y. 2024-2025 as a basis for interactive learning activities. They were unable to acquire a competency-based skill through traditional classroom instruction which led to the creation of SIM-UPS. This instructional material specially designed and organized focusing on a specific learning competency which were translated into activities that would aid in the mastery of the task(s) given focus. SIM-UPS are broken down into six components. Interactive simulations of Physics Education Technology (PhET) yielded relevant activities, and an action plan was created for achieving the process. The teacher researcher significantly noted that among all the JHS in Subangdaku Technical Vocational School, the grade 8 learners got the lowest written outputs (MPS) with the average of 57.40%. This situation may denote the academic challenges that the learners encountered in learning the concepts of science specifically in Physics subject. The study was administered to twenty-five (25) Grade 8 learners with the lowest performance in written outputs. Data was collected from identified twenty-five (25) learners before and after the intervention and analyzed with mean, percentage, and paired t-test. The study revealed that the SIM-UPS approach has a greater capacity to improve learners' scientific performance in Physics. Thus, the SIM-UPS approach is suitable for modern learners and can aid them in expanding their comprehension of Physics 8, and address the learning gaps experienced by learners, particularly in times of crisis.

Keywords: *Action Research, Strategic Intervention Materials, PhET Simulation, Mandaue City, Cebu, Philippines*



Atomic Quest Board Game: A Hands-on Exploration to Enhance Conceptual Understanding and Engagement in Atomic Structure for Grade 8 Learners

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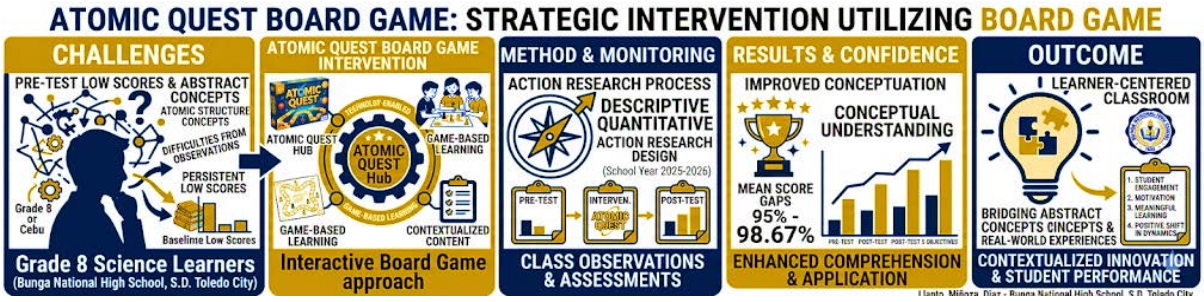
Abstract

This action research utilized the contextualized board game Atomic Quest to improve Grade 8 learners' knowledge of atomic structure at Bunga National High School. This intervention was developed in response to the struggles observed among learners through assessments. This board game combined content and hands-on learning to promote engagement and meaningful learning experiences. This study included learners with low scores identified during the pre-testing. This study used an action research design and compared their pre-test and post test scores. The post-test mean ranged from 95% to 98.67%. This score increased relative to the pre-test mean. The result indicated growth in competencies requiring conceptual understanding and application. The findings suggested a positive shift in classroom dynamics. One of the highlights of this study was the potential of contextualized and game-based tools to bridge the gap between abstract concepts and learners' real-world experiences. In conclusion, this study underscores the value of innovation in improving student performance and retention.

Keywords: *Action Research, Atomic Quest Board Game, Atomic Structure, Chemistry, Toledo City, Cebu, Philippines*



Enhancing Digital Literacy and Academic Performance in Mathematics Through Google Forms-Based Assessments

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Abstract

This study focused on the impact of using Google Forms, a web-based application that allows us to create online quizzes and tests, on the computer skills and math performance of Grade 7 pupils at South Población National High School. This helped students participate in their reading through Action Research studies as quizzes and Tests were undertaken over a week. Fifty students were tested in math and computer skills before and after the activity. The results demonstrated that students were more motivated, their computer abilities improved, and they had a better perspective on the online tests. Math scores improved from 7.06 to 13.72 (33.62% to 65.33%) and computer skills scores were up from 2.54 to 4.50 Data showed that the activity was making a real difference. Based on these results, it is likely that focused lessons lasting 6 weeks or more would result in even better outcomes. In a nutshell, taking tests via Google Forms improved students' computer skills along with math skills. Instant feedback, fun questions and an easy-to-navigate layout are all elements that helped build students' confidence and readiness to learn with technology. The positive result of this study shows that both strategies put in place are effective; computer based integrated to K-10 Mathematics classes corresponds to the changes initiated by DepEd MATATAG curriculum.

Keywords: *Action Research, Digital Literacy, Google Forms, Digital Assessment, Academic Performance, Mathematics 7, Technology Integration, Online Learning, Formative Assessment, MATATAG Curriculum, City of Naga, Cebu, Philippines*

Enhancing Students' Reasoning Skills Through Microsoft Teams: An Action Research on Structured Interventions for Mental Ability Test Preparation at RMDSF-STEC

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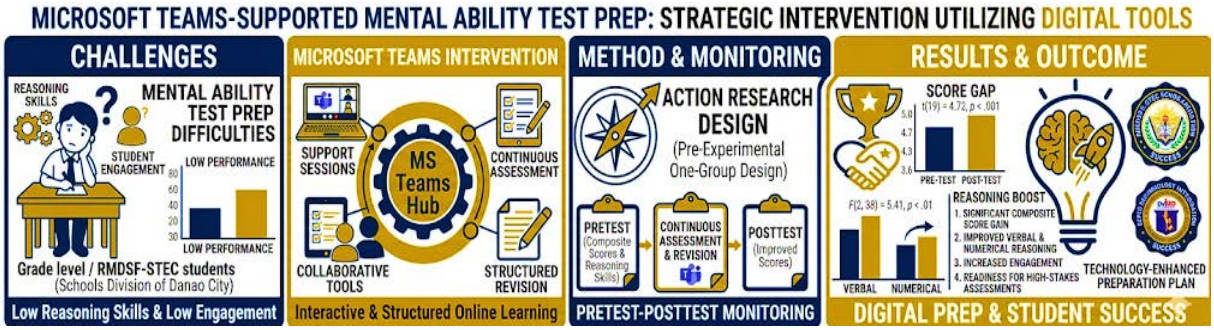
Abstract

This action research examined the use of Microsoft Teams to enhance students' reasoning skills for the Ramon M. Durano Sr. Foundation-Science and Technology Education Center (RMDSF-STEC) mental ability test. It focused on improving logical, numerical, and verbal reasoning through a technology-supported preparation plan. The study aimed to address low baseline performance and strengthen student engagement. Using a pre-experimental one-group pretest–posttest design, the intervention combined support sessions, continuous assessment, structured revision, and collaborative tools in Teams. Results showed significant improvement in composite scores ($t(19) = 4.72$, $< .001$), with verbal reasoning improving more than numerical reasoning ($F(2, 38) = 5.41$, $p < .01$). The moderate effect size ($d = 0.45$) confirmed meaningful gains. The study concludes that digital, structured interventions effectively boost readiness for high-stakes assessments.

Keywords: *Action Research, Reasoning Skills Development, Mental Ability Test, Pre-Experimental One-Group Pretest–Posttest Design, Danao City, Cebu, Philippines*



Enhancing Student Enhancing Engagement and Learning Outcomes in the TLE 9-Cookery Through the Use of Moodle as an Adaptive Learning Tool

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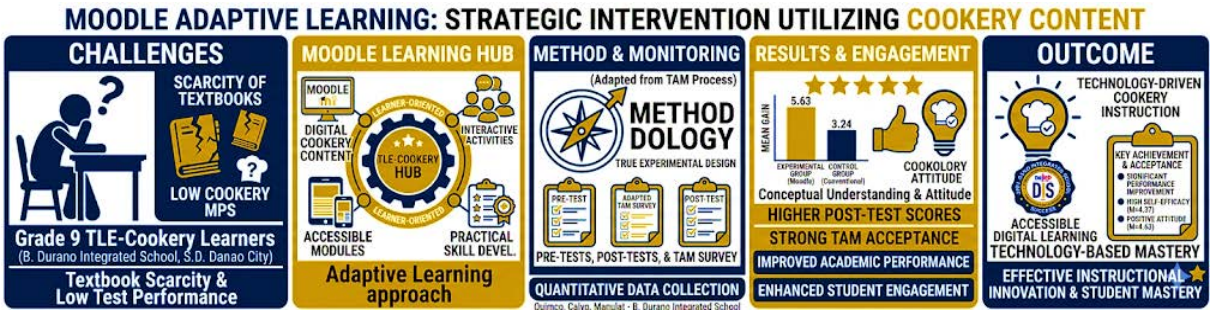
Abstract

This study investigates the incorporation of Moodle as an adaptive learning tool in Technology and Livelihood Education (TLE) 9-Cookery at B. Durano Integrated School. It addresses the scarcity of cooking textbooks and consistently low Mean Percentage Score (MPS) of students. The study aims to enhance learning outcomes and student achievement through interactive Moodle-based activities that develop practical cooking skills while strengthening understanding of theoretical concepts. By providing accessible digital content, Moodle helps address the lack of instructional materials that significantly affects mastery and academic performance. True experimental research was employed involving sixty Grade 9 students who were randomly assigned to either a control group (conventional instruction) or an experimental group (Moodle-based instruction). Data were collected using pre-tests, post-tests, and a Likert-scale questionnaire adapted from the Technology Acceptance Model (TAM). Statistical tools such as mean, percentage and independent t-test were used to analyze the differences in performance and perceptions. Results revealed that the experimental group outperformed the control group on post-test scores. The mean gain of 5.63 in the Moodle group was higher than the 3.24 mean gain in the conventional group. Findings also showed strong student acceptance of Moodle, with Computer Self-Efficacy (M=4.37) and Attitude (M=4.63) both interpreted as "Strongly Agree." Overall, Moodle significantly improved student performance and engagement, demonstrating its effectiveness in enhancing instruction and promoting technology-driven learning in TLE 9-Cookery.

Keywords: *Action Research, Moodle, Adaptive Learning, TLE 9-Cookery, Technology Acceptance Model, Danao City, Cebu, Philippines*



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Enhancing Instructional Delivery Through the Kaban Ni Mariano' Shared Repository: Improving Teachers' Access to Standardized and Contextualized Learning Resources

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Abstract

The Kaban Ni Mariano Shared Repository serves as a representation that the digital infrastructure has the potential to dramatically alter the instructional practice. Also, the empirical outcomes of this action research project indicated that the creation and application of the platform at the Mariano L. Espera Jr. National High School had important theoretical implications on the standardized, relevant, and flexible educational content. Furthermore, the research implied that these critical methodological aspects contributed to the access to valuable resources of teachers. Moreover, findings revealed that teachers respond to the needs of content adaptation. In addition, the results disclosed that there are localized support effects. Since the study focused on both ninth-grade students and a set of teachers chosen, the one-group pretest-posttest type was used to prove that the meaningful 20-item multiple-choice test created by the researcher has shown the changes in student achievement following the implementation of the intervention. Additionally, the fact that the repository is hosted in Google Drive substantiated that pretested lesson plans, multimedia resources, interactive modules, and other localized teaching materials brought significant instructional value. Non-parametric methods of analysis also revealed that the results are analyzed well. Moreover, the posttest scores have increased significantly. The findings further indicated that the continued improvement in the various classes divisions has shown that these key results deemed to support the evidence of having a profound effect on the aspect of learning and enhancing equity in the instructional practice. Therefore, the research displayed that some of the major findings favor flexibility in progress. However, the outcome also indicated that there is fair distribution maintained in the repository. Nevertheless, the results suggested that customized support improves performance. Thus, the obtained findings denoted the effectiveness of the use of standardized materials.

Keywords: *Action Research, Instructional Delivery, Shared Repository, Contextualized Learning Resources, Danao City, Cebu, Philippines*

Strengthening the Social-Emotional Literacy of Grade 10 Students Through Motivation, Understanding the Text, Lifelong Learning, Affective Assessment and Output Presentation (M.U.L.A.O.) Learning Plan

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Abstract

This paper investigated how the M.U.L.A.O. Learning Plan *(Motivation, Understanding the Text, Lifelong Learning, Affective Assessment, and Output Presentation)* was used to strengthen the Social-Emotional Literacy (SEL) of Grade 10-Benevolence Students of Compostela National High School-Evening Class for the school year 2024-2025. Considering the recurring issues which the students in the evening class dealt with, such as employment-related concerns, family problems, and low social exposures, the SEL competencies such as self-awareness, self-management, self-motivation, social awareness, and social skills became the core of the intervention development by applying them to the systematic, reflective and group-based activity under the M.U.L.A.O. Learning Plan. This study employed the descriptive pretest-post test where the Emotional Intelligence Self -Assessment Questionnaire developed by Goleman was used. A total of 25 students took part in the intervention that was carried out in a six-week period during the Catch-up Fridays. Pretest and posttest scores were analyzed to establish the change in SEL competencies which was subsequently triangulated with anecdotal records, enrollment profiles and previous academic performance records. The findings showed significant difference in the areas of SEL. Self-Motivation and Social Skills were already on a high level of competency while self-awareness, self-regulation, and social awareness were partially developed. The overall means of SEL rose from the range of 0.5 to 3.87, that shows M.U.L.A.O. Learning Plan as effective mechanism in improving the lack of social-emotional skills, strength and involvement among the students. The study also found that a contextually sensitive structured, SEL intervention like M.U.L.A.O. Learning Plan could be utilized to address the holistic development of the students.

Keywords: *Action Research, M.U.L.A.O. Learning Plan, Social-Emotional Literacy (SEL), Grade 10 Students, reading comprehension, Cebu Province, Philippines*

Improving Assessment Administrative Efficiency and Learners' Outcomes Through the Implementation of Web-Based Online Examinations

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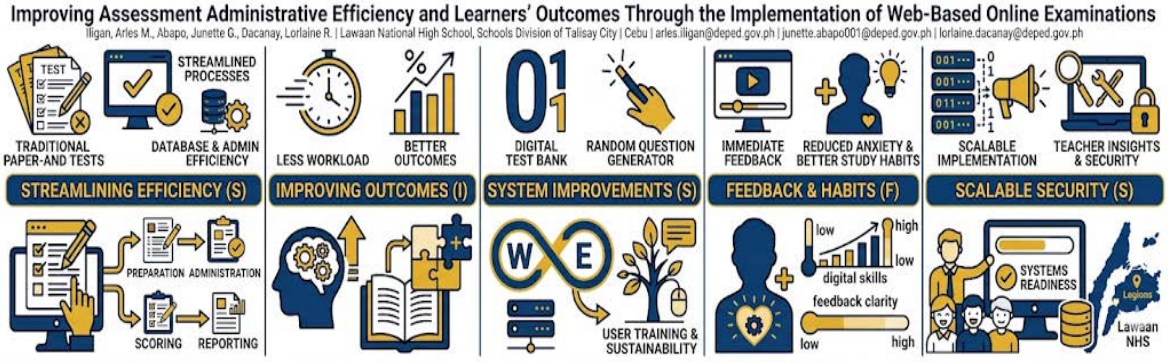
Abstract

This action research investigates the use of web-based online examinations and how they improve administrative efficiency and enhance student outcomes at Lawaan National High School. The move from traditional to online assessments aims to streamline examination processes, lessen the workload, and give immediate feedback to students. Existing literature shows the benefits of online testing, like cost savings, precision, and being environmentally friendly. It also points out challenges, such as technical issues, security risks, and evaluating higher-order thinking skills. To overcome these, solutions like database management systems, random question generators, and proctoring tools have been created. Using a descriptive qualitative design, the study collected insights from teachers and students through semi-structured interviews, following specific inclusion and exclusion criteria. The researchers analyzed the data with Berelson's content analysis framework to find themes and trends in the feedback. The findings indicate that online examinations significantly improved administrative efficiency by making test preparation, administration, scoring, and reporting easier. Students gained better study habits, reduced test anxiety, immediate feedback, and improved digital skills. However, problems such as technical glitches, test security issues, and the need for system improvements were also found. In conclusion, the study shows that web-based online examinations improve assessment practices in basic education by lessening administrative burdens and promoting better learning outcomes. The results highlight the potential of digital assessment systems to meet 21st-century learning needs, while also stressing the importance of ongoing system improvement, user training, and planning for sustainability.

Keywords: *Action Research, Web-Based Online Examinations, Assessment Administrative Efficiency, Learning Outcomes, Descriptive Qualitative Design, City, Cebu*



Designing and Implementing a Microsoft 365-Based Linao Information Management System (LIMS): An ADDIE Model

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Abstract

This action research examined the design and implementation of a Microsoft 365-based Linao Information Management System (LIMS) to enhance administrative efficiency and support teaching and learning at Linao Elementary School during School Year 2024–2025. The system-integrating tools such as SharePoint, Teams, Forms, and Power Automate-was developed using the ADDIE model to address persistent challenges in data management, communication, and resource accessibility identified through stakeholder surveys and interviews. Guided by a descriptive quantitative approach within an action research framework, the study involved teachers, administrators, and learners during pilot testing. Baseline observations revealed inefficiencies in manual processes and limited digital integration. After implementation, evaluation results indicated significant improvements: streamlined record-keeping, reduced paperwork, enhanced collaboration, and increased engagement in digital learning activities. Teachers reported higher productivity, while students demonstrated improved participation through accessible learning materials and communication channels. These findings underscore the viability of Microsoft 365 as a scalable platform for school information systems and align with DepEd's vision for ICT integration in education. The study contributes to ongoing efforts to modernize public school operations and foster digital transformation in basic education.

Keywords: *Action Research, Microsoft 365, Linao Information Management System, ADDIE Model, Digital Transformation, Talisay City, Cebu*

About the Book of Abstracts

Siete SURI: *The Regional Research and Innovation Book of Abstracts of DepEd Region VII - Central Visayas* serves as the premier platform for *S*cholarly *U*ndertakings *on R*esearch *and I*nnovation, advancing and strengthening the culture of inquiry, reflection, and transformation in basic education.

Rooted in the Cebuano word **"suri"** (to examine or analyze) and the regional identity of **"Siete"** (Region VII), the compendium embodies the region's enduring commitment to its mantra: *"Kay sa Siete, Una ang Bata Pirme."*

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